

THESIS
THE EFFECT OF APPLYING BERLITZ METHOD ON STUDENTS' CONJUNCTION
MASTERY AT ISLAMIC BOARDING
SCHOOL DARUL HIKMAH TPI MEDAN

Submitted to the Tarbiyah Faculty and Teachers Training State University for Islamic Studies (UIN) North Sumatera Medan as a Partial Fulfillment

Requirement For S1 Degree

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Assalamu'alaikum Wr. Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. Farida Hanum Maha yang berjudul: "THE EFFECT OF APPLYING BERLITZ METHOD ON STUDENTS CONJUNCTION MASTERY AT ISLAMIC BOARDING SCHOOL DARUL HIKMAH TPI MEDAN". Maka kami berpendapat skripsi ini sudah dapat diterima untuk di Munaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Dengan demikian surat ini kami sampaikan. Atas perhatian saudara kami ucapkan terima kasih.

W a s s a l a m

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Mastery At Islamic Boarding School Darul Hikmah TPI Medan

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran kecuali kutipan-kutipan didalamnya yang disebutkan di dalamnya sebagai sumbernya.

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.
Demikian surat ini saya perbuat dengan sebenarnya

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ABSTRACT

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Tittle : The Effect Of Applying Berlitz Method On Students' Conjunction Mastery At Islamic Boarding School Darul Hikmah TPI Medan

This research aimed to find out whether there is an effect of applying berlitz method on students' conjunction mastery in learning at Islamic Boarding School Darul Hikmah TPI Medan.

The population was all of the fifth class of islamic boarding school Darul Hikmah TPI Medan, academic year 2016/2017 they were 40 students. I took 30 students as the sample.

In collecting data, I used three instruments they are a set of questionnaire that consist of 15 questions, Test question scores in smester 2 academic year 2017/2018; and observation at the location of research.

The result of the analysis showed that there is a significance effect of applying berlitz method on students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan. The data that showed that " r_o " is 0,68 and " r_t " 0,36 in significant standard of 5%. It means $r_o \geq r_t$. So, the alternative hypothesis is accepted and nil hypothesis is rejected. It means that there is a significant effect of applying berlitz method in the class on the students' conjunction mastery At Islamic Boarding School Darul Hikmah TPI Medan.

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Medan, 24 April 2017

Farida Hanum Maha

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CHAPTER I

INTRODUCTION

A. The Background of Study

English is a global language, it means that English is used by people in almost all parts of the world to communicate each other. In Indonesia, English is used as foreign language, it must be studied in order to master and develop the knowledge, technology, arts and to create a good with other countries. The position of English in Indonesia is as compulsory subject in schools from elementary level up to university level.¹ Although, English is just as foreign language, it has important role in our country. It proves that English is one of the subjects required for passing the National Examination for junior and senior high school. This situation showed that how important English is, therefore it is expected that everyone should be able to master English.

In studying English, the most important thing is learning English grammar because mastering grammar make someone easier to communicate each other. According to Charles Fries said that learning grammar or structure was starting point for the students.²One of important to learn in English grammar is conjunction material. Conjunction is the part of speech used as a joiner for words, phrases, or clauses in a particular sentence, for example “This cake is to you” this sentence is incorrect, but it should be “This cake is for you” this is simple example. But in fact, Many students are confused in their sentences. Especially when they want to use conjunction in their sentences, Then based on the writer’s observation in class XI students of Islamic Boarding School Darul Hikmah TPI Medan, there are many students who got score below 70 in their final semester test. However, there are also some

¹Act of the Republic of Indonesia on National Education System (National on Education System), (Jakarta. 2003,), p. 22

² J.C.Richards and T.S. Rodgers, *Approach and Method in Language Teaching: A Description and Analysis*, (London: Cambridge University Press, 1986), p. 48

students who had good scores and who had very good scores. Of course, it is not only the grammar components which were tested, but grammar components are the main aspects which are tested in final semester tests.

The writer assumes the Berlitz Method is appropriate method for teaching students about conjunction, Berlitz Method is explaining subject using English language totally. This method is suitable to used because it can make students mastering in conjunction and they also able to speak English correctly. In addition, When the writer interviewed some students, the writer found that grammar was one of the most difficult aspect in learning English, and conjunctions are some grammatical components that they feel difficult to learn. Based on these students' impression, the writer believe that it is necessary to apply berlitz method in teaching, to increase the students' mastery at conjunction material. The writer supposed the Berlitz Method is effective way to improve students' mastery in English conjunction

Berlitz Method was first introduced by Maximilian Berlitz in Berlitz School. The students are encouraged to use target language as their language communication. Berlitz Method as one of the application of direct method. Sometimes also called *natural method*, is a method that only refers to the use of the target language. The writer assumes that Berlitz Method can be an alternative method besides the other famous methods.

The writer had an opportunity to teach the second grade at the senior high school, the writer took two classes, one class has 22 students and other class 18 students. Based on the writer observation in Islamic Boarding School Darul Hikmah TPI Medan, most of students have difficulties to describe, retell, and explain something that is related to the conjunction and occurrence which has a close relation with students' mastery in connecting conjunction.

In this case the English teacher needs to motivate students through new atmosphere that makes the student more interested in improving their understanding of conjunction with

certain method. There are many methods that make students' improve the subject in using conjunction.

In this case the writer tries to offer a kind of variation that the method is expected to enhance the students' mastery in conjunction. The writer assumes that Berlitz Method is the effective way to teach conjunction at Islamic boarding school Darul Hikmah research location because this school used two languages in teaching learning process such as English and Arabic. So the writer assumes that student can be received the berlitz method in learning English process.

Based on the explanation above, the writer was interesting in conducting a research entitled: **THE EFFECT OF APPLYING BERLITZ METHOD ON STUDENTS' CONJUNCTION MASTERY AT ISLAMIC BOARDING SCHOOL DARUL HIKMAH TPI MEDAN**

B. The Identification of Study

Based on the background of study the identification of the study as the following:

1. The students' mastery at using conjunction is still low
2. The students are lazy to study grammar especially in conjunction
3. English teacher does not apply the varieties of teaching strategy

C. The Limitation of Study

There are many ways to motivated students' mastery at conjunction in speech. The research limits this study only about the teaching of conjunction by using Berlitz Method. So,

what is the effect of Berlitz Method in learning conjunction. The method and materials are employed at the second year class of senior high school in 2017/2018 academic year.

D. The Formulation of Problem

Based on the background of the study, the research problem of this study is formulated as the following:

1. How is the effect of students' mastery at Conjunction before using Berlitz Method?
2. How is the effect of students' mastery at Conjunction after Berlitz Method applied?
3. Is there any significantly affect of applying berlitz method on students' conjunction mastery?

E. The Objective of Study

The aims of the study are :

1. To know the effect of student's mastery at conjunction before using Berlitz Method.
2. To know the effect of student's mastery at conjunction after teaching theory by applying Berlitz Method.
3. To knowthere is any significantly affect of applying berlitz method on students' conjunction mastery.

F. The Significance of Study

The findings of this study are supposed to be useful :

1. Theoretical function :

- a. As one of the suggestion for curriculum achiever at conjunction as the class level
- b. As one of the alternative method for the English teachers to teach in the classroom.
- c. To motivate the researcher in mastering the English grammar

2. Practical Function :

- a. As one of the alternative strategies for the English teachers in teaching grammar
- b. To make the students more interested and motivated in learning their grammar.
- c. To enhance the researcher's English mastery in learning grammar

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

A research is considered as a scientific way to discover a new fact to get additional information. In conducting a research, theories are needed to explain some concept applied in the research concerned. The following terms are used to some basic theories in the relation to the study.

2.1. Conjunction

Conjunctions connect words or groups of words to each other. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.³

1) Coordinating Conjunctions

- a) Coordinating conjunctions are conjunctions which connect two equal parts of a sentence
- b) Coordinating conjunctions, also called coordinators, are conjunctions that join two or more of independent clauses
- c) Co-ordinate Conjunctions, which join two independent sentences
- d) Coordinating conjunctions must connect the same parts of speech—two or more nouns, pronouns, verbs, adjectives, prepositions, conjunctions, phrases, or clauses.

The most common coordinating conjunctions are *for, and, nor, but, or, yet and, so*.

³<http://grammar.yourdictionary.com/parts-of-speech/conjunctions/what-is-a-conjunction.html>
accessed on Sunday, 12th December, 2016 at 7.18 pm

Example sentences:

Patricia *and* sity are neighbours

He worked hard *but* he failed⁴

Please print *or* type the information on the application form.

Her arguments were easy to ridicule *yet* hard to refute.

It was raining, *so* the game was cancelled

I hate to waste a drop of gas, *for* it is very expensive these days.

Don't go for the fresh air *nor* really for the ducks. Honestly, I just like soccer

2) Subordinating Conjunctions

- a) Subordinating conjunctions connect two parts of a sentence that are not equal.⁵
- b) Subordinating conjunctions, also called subordinators, are conjunctions that introduce a dependent clause.
- c) Subordinate Conjunctions, which join a principal sentence to another that depends upon it for its full meaning.
- d) Subordinating conjunctions introduce adverb clauses and signal the relationship between the adverb clause and another clause, usually an independent clause.

The subordinating conjunctions are: *after, although, as, as if, because, before, if, in order that, once, since, so that, than, though, unless, until, when, where, while.*

Example sentences:

My grandmother began traveling *after* she sold her house.

Although I'm not rich, I enjoy my life

I jumped *when* the fire alarm went off.

⁴Marcella Frank, *Modern English a practical reference guide* (United States of America prentice-hall, inc. 1972)p, 109

⁵Fithriani Rahmah, *English Grammar* (Medan : Ciptapustaka Media Perintis, 2010) p,105

Once sales improve, the company will be able to pay its bills

He will stand still *until* she opens the door

I can not go to school because I am ill

*She is beautiful but dumb*⁶

I will come home straight away *if it* starts snowing

He used his umbrella *as* a weapon

Since I couldn't go, my job was lost

I read that chapter several times *in order that* I could answer the questions correctly.

I will study actively *so that* I can pass the examination.

I will study medicine for six years, *then* I will be a doctor

Although he was angry, he listened to me patiently.⁷

Though was surprised at the result, she was pleased with what she had done

3) Correlative Conjunctions

- a) Correlative conjunctions are pairs of conjunctions that work together⁸
- b) Correlative conjunctions join equal elements (parts of speech or phrases).

⁶Satrio Nugroho, *Practical complete English Grammar* (Surabaya : Penerbit Kartika 2012), p. 207

⁷Maba Ghubron, *Petunjuk Menguasai Bahasa Inggris* (Bandung : Cv. Yramawidya, 2009), p. 215-219

⁸eslus.com/Lessons/Grammar/Pos/pos8.htm accessed on Sunday, 16th December, 2016 at 7.18 pm

- c) Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence.

Conjunctions come in pairs. They are:

Both...and

Just as...so

Not only...but also

Either...or

Neither...nor

Whether...or.

Rather / than

As.....as

Example sentences :

Both Bechtel *and* Kaiser submitted bids on the project.

Maisha *not only* sent a card *but also* visited me in the hospital.

Diana is *as* beautiful *as* her sister

She loves *both* swimming *and* running

Either nisa *or* her mother is a scientist⁹

The main is *neither* handsome *nor* faithful

I see you're in the mood *not* for dessert *but* appetizers.

We can have either tripe or liver¹⁰

His choice of college was *either* athletics *or* law.¹¹

2.2. Berlitz Method

The Berlitz Method was first developed by Maximilian Berlitz in 1878. The Berlitz method is an imitation of the natural process by which a child learns its mother tongue.

⁹<http://www.gingersoftware.com/content/grammarrules/conjunctions/coordinating-conjunction/> accessed on Sunday, 12th December, 2016 at 7.18 pm

¹⁰ Sholihatul Hamidah Daulay, *Let's study English* (Bandung :CitapustakaMedia2007),p. 25

¹¹ Utami Dewi, *How to write* (Medan : La-Tansa Press, 2013), p. 98

Berlitz helped revolutionize learning by introducing one of the first forms of the “direct method”, which was based upon the “Natural Method”.

Direct method puts pressure on auditory skills and speech, also reject the way or translation method. Direct method emphasized the auditory skills, speaking pass through direct hearing the target language, to try it in interaction¹²

According to Wilga M Rivers, the goal of direct method which has the same goal as a Berlitz Method is : to develop the ability to think in language whether conversing, reading, or writing.¹³ The main principle behinds the method (Berlitz) is that all instruction is given in the target language. Moreover, Mr. Yasir Burhan noted as : The purpose of learning foreign language in the school is growing students’ foreign language skill. To grow it, they did :

- a. To communicate the foreign language
- b. To comprehend the foreign and culture language
- c. To learn science and foreign culture pass through the book which was written in foreign language at their study¹⁴ (purpose of foreign language teaching in our schools is to cultivate skills in foreign languages to pupils that he can grow:
 - a. Communicate with the foreign language
 - b. To know and understand the foreign language and culture
 - c. Studying science and foreign culture through books written in a foreign language in order to study.

Based on the definition above, it can be seen that really important to teach foreign language to bring the students in the real contexts of target language it’s self and additionally,

¹² S.U.Subyakto Nababan, *Metode Pengajaran Bahasa Inggris Dahulu, Sekarang Dan Masa depan* (Jakarta. Seminar methodology pengajaran bahasa inggris SMP-SMA di jakarta, 1983), p. 3

¹³ Wilga M. Rivers, *Teaching Foreign Language Skills*, (London:the University of Chicago Press 1968), p. 18

¹⁴ Yasir Burhan, *Politik Bahasa Natural dan Pengajaran Bahasa , dalam Amran Halim Politik Bahasa Nasional* (Jakarta : P.N. Balai Pustaka, 1984), p. 76

the Berlitz Method has always presented language in context of real-life situation, with extra targeted practice of grammar and vocabulary. Today, there are a variety of derivative methods and theories which find their beginnings in the natural and communicative elements that were pioneered by Berlitz. The Berlitz Method uses a variety of instruction techniques which address different learning styles and maintains a balance between fluency and accuracy that is consistent with the needs of each student. To ensure that students reach their language learning goals, Berlitz provides professional guidance on learning strategies and focuses on motivating students to actively participate in the learning process.

As we know that the student can understand Conjunction if teachers explain the subject used good Method in explain it. Otherwise, student are like malleable, their ability influenced thought learning. As in Holy Qur'an Surah An-Nahl : 78 said

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ (78)

Translation :

It is He who brought you forth from the wombs of your mother when you knew nothing, and he gave you hearing, sight and intelligence and affection, that you may give thank to Allah.

From these verse, we can take Conclusion that the man born purely, and their environment especially their parents influenced their deed and characters in daily activity. In other word, to know something, to know everything and to comprehending Conjunction is needed Method, because using Method can improve the man or student ability in Comprehending Conjunction.

2.3. The Characteristics of Berlitz Method

According to Maximilian Berlitz, that Berlitz method has some characteristic which is the method only focuses on :

1. Use English language as a communication tool in learning process.
2. Berlitz Method has always presented language in context of real-life situations, with extra targeted practice of grammar and everyday vocabulary.
3. Berlitz students learn through listening and speaking, supported by reading and writing.
4. Visual aids are used to teach vocabulary
5. Particular attention is placed on the accuracy of pronunciation and grammar
6. A systematic approach is developed for comprehension and oral expression
7. Berlitz provides professional guidance on learning strategies and focuses on motivating students to actively participate in the learning process.¹⁵

As a mention before that Berlitz Method are modified of Direct Method/ Natural Method. The method is subsequently modified by Maximilian Berlitz with the load characteristics of Direct Method paraphrase. Moreover Richards and Rodgers noted as :

The natural language learning principles provided the foundation for what came to be known as the direct method. Which refers to the most widely known of the natural methods. It became widely known in the US through its use by Sauvœur and Maximilian Berlitz in successful commercial language schools (Berlitz in fact, never use the term; Sauvœur and Maximilian Berlitz referred to the method used in school as the Berlitz Method) in practice it stood for the following principles and procedure :

¹⁵<http://blog.tjtaylor.net/method-direct-grammar/> accessed on Sunday, 12th December, 2016 at 7.18 pm

- a. Classroom instructions are conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught.
- c. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- d. Grammar is taught inductively
- e. New teaching points are introduced orally
- f. Concrete vocabulary is taught through demonstration, objects, and pictures: abstract vocabulary is taught by association of ideas.
- g. Both speech and listening comprehension are taught.
- h. Correct pronunciation and grammar are emphasized.
- i. Student should be speaking at least 80% of the time during the lesson.
- j. Students are taught from inception to ask questions as well as answer them

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz school.

Never translate	: demonstrate
Never explain	: act
Never make a speech	: ask question
Never imitate mistakes	: correct
Never speak with single words	: use sentence
Never speak too much	: make students speak much
Never use the book	: use your lesson plan
Never jump around	: follow your plan
Never go too fast	: keep the face of the student
Never speak too slowly	: speak normally

Never speak too quickly : speak normally

Never speak too loudly : speak normally

Never be impatient : take it easy

2.3.1 The steps of Berlitz Method

The following steps of Berlitz method in teaching grammar which researcher use to teach conjunction are:

Step 1 : introduce the concept of a conjunction together with what the benefits for students are. Tell them that conjunction would be helpful to explain something that related to the time and occurrence.

Step 2 : explain the major components of conjunction. A teacher needs to give the interactive instruction for conjunction component clearly. Build questioning to students before of after teaching conjunction to construct their motivation or check their mastery in conjunction. After that, let them fill out section of the worksheet.

Step 3 : when students commit errors, direct them to recheck the components of conjunction using guidance question even modeling to help them come up with an appropriate response.

Step 4 : The teacher brings the students in the real contexts of the target language it's self and additionally, presented language in context of real-life situations, with extra targeted practice of grammar and vocabulary encourage them to practice their mastery in conjunction. The theory which is finds beginnings in the natural and communicative elements. Then give specific praise to students for appropriately identifying conjunction.

Step 5 : After students are able to use conjunction independently, ask them through selected stories and complete the conjunction worksheet on theirs. Check students'

responses and conference individually with those students requiring additional guidance and support.

Step 6 : give students an evaluation. It is necessary to check their grammar comprehension of a story using a printed test to gain working individually.¹⁶

2.5 The Advantage and Disadvantage of Berlitz Method

Berlitz Method has many advantages. Some advantages of Berlitz Method are:

- a. The emphasis placed on training lessons heard (capture) and speaks (produce) language being studied, and then this method is great for oral language learning purposes.
- b. Since the learner has obtained a good basic oral language, so this method is also good for the written language. Compared with the method of translation, children will more easily learn to read and write with this method.
- c. Teachers who know only the language to be taught that alone will be able to teach classes the aspect of the learning is different mother tongues, like most schools are located in the cities.

The disadvantages from this method are:

- a. Because of all the lesson given orally in a language that is taught, the teacher must fully fluent (master) to speak in the language. In practice this requirement is generally difficult to be fulfilled.
- b. The number of learners in a class should not be large.
- c. Demonstration lessons needed to explain very helpful teacher, especially if teachers have to teach a lot. A part from that another danger, that the realization of the learner may be different than expected. So, it is possible lessons to be turned into a play joke that is teachers who act as the main perpetrator.

¹⁶Berlitz, *The Berlitz Method* (M. D. Berlitz : Newyork, 1909), p. 3

- d. Often provide information and demonstrate means wasting time, being able to walk more rapidly and misunderstandings can be avoided and the accuracy of teachers can be reduced.

From the explanation above, it is clear that Berlitz Method is a method which used target language as a mean of communication. The principles of the method are provided the foundation for what came to be known as the direct method, which refers to the most widely known of the natural methods.

Berlitz Method has many benefit for students to improve their ability in the target language as a naturally by focusing on motivating students to actively participate in the learning process, they can understand and more able in the target language in it.

B. Related Study

Juliana (2005) has done research on “the correlation between discipline and students achievement in learning mathematics at Madrasah Aliyah Negeri 3 Medan”. The population is 131 students from all students of second years students MAN 3 Medan. And her sample was second years students of MAN3 Medan as many as 57 students. In collecting her data, she uses two technique for collecting the data, questioner and documentary study. To analyze her data, she used product moment correlation.

In her research, she found that there is possitive correlation between discipline and students' achievement in learning Mathematics. It can be showed from the result of the study in semester two as variable Y and the result of given questionnaire to the students as variable X. The “r” observation is higher than “r” table $r_o=0,77$ and $r_t=0,345$

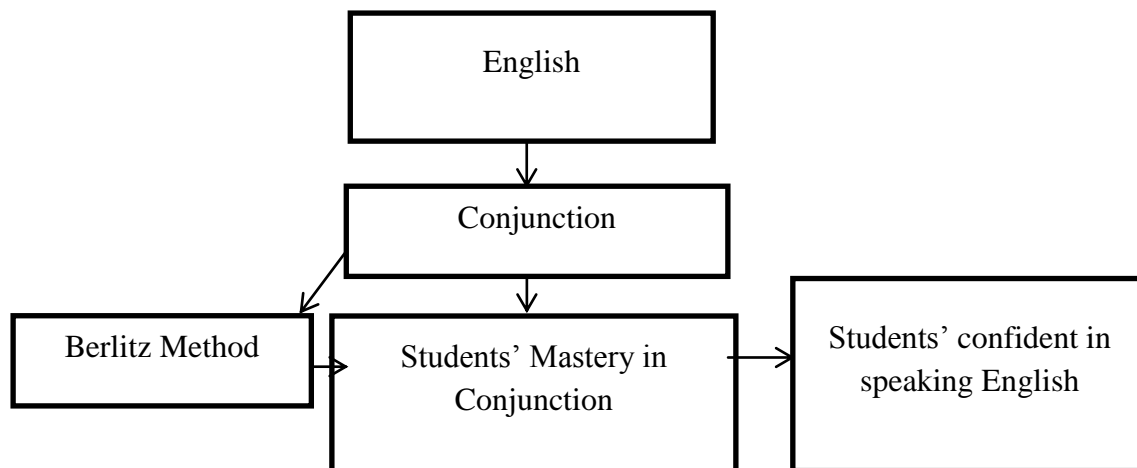
In her reserach, she also suggested for headmaster to plant discipline to all staff officials especially Mathematics' teavher in teaching Mathematuc subject to make teaching learning process be effective and efficient.

Farida Waruwu (2007) has done research on "The Discipline and It Influence on The Students' Motivation in Learning at MAN I Medan. The population is 216 students from all students of second years students MAN I Medan. And her sample was second years students of MAN I Medan as amny as 68 students. In collecting her data, she uses three technique for collecting the data, obseravtaion, interview and questionnaire. To analyze her data, she used SPSS Versi 10.00

In her research, she found that there is positive influence of discipline on the students' motivation in learning at MAN I Medan.

C. Conceptual Framework

Berlitz Method is one of the method which can be used to increase and to improve the students' mastery in conjunction. The Berlitz Method only focuses on using language as communication tool in the class. By applying this method, hopefully the students' mastery at conjunction can be improved. Because many students face some difficulties in learning conjunction without applying many methods. One of the appropriate method is using Berlitz Method, as the result the students can understand well about conjunction, So the student will be confident to speak English totally.



D. Hypothesis

Based on the theoretical framework and conceptual framework, the writer formulated two hypothesis in this research :

Ha : There is significant effect of applying berlitz method on students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan.

Ho : There is no significant effect of applying berlitz method on students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan.

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at Islamic Boarding School Darul Hikmah TPI Medan. The Location of research is on Jl. Pelajar No.44 Medan at the academic year 2017/2018. The reason for choosing this school because the researcher found the problem that the students grammar were still low and the same research never been conducted there.

B. Population and Sample

1. Population

According to Suharsimi Arikunto said that population is the whole subject of the research.¹⁷ Another ideas was mentioned by Sudjana, he said that population is totally of all possible values, the result of calculation for certain characteristic regarding a set of complex and clear objects to be studied.¹⁸ So, the population is total number of subjects that should be observed in this research.

The population of this research in 2017/2018 was the second senior high school students of Islamic Boarding School Darul Hikmah TPI Medan. Which consisted of two department classes with total number 40 students. There are two classes; class XI-A consist of 22 students, and class XI-B consist of 18 students .

¹⁷ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1993), p. 130.

¹⁸ Sudjana, *Metode Statistik*, (Bandung : Tarsito, 1984), p.5

2. Sample

According to Suharsimi Arikunto sample is small proportion of a population selected for observation and analysis.¹⁹ From the statement above the writer can conclude that the sample the large numbers that is population and the group that is investigate is sample. In this research, the samples were taken by using cluster random sampling. In doing the research, researcher got two classes as the sample, class XI-A consist of 22 students, X-B consist of 18 students. The writer took each class 15 students at class XI.

C. Operational Definitions

To avoid the misinterpretation of terms used and to focus on the variable of the research, it is necessary to provide the operational definitions of variables in this thesis, so the writer makes definition of the variable, as follow:

- 1) The effect of applying Berlitz Method is the influence of Berlitz Method which used English totally in learning process. In order to student master English language well.
- 2) The students' mastery in using conjunction is the students' intelligence to understand all about of conjunction in implicating and theory. The mastery of students can be seen in their behavior in teaching learning process

The indicators of the students' mastery in using conjunction are :

- a. The students are able to explain the definition of conjunction
- b. The students are able to identify the kinds and usage of conjunction.
- c. The students are able to make the example of conjunction in a sentences with each their kinds.

D. The Instrument of Collecting Data.

¹⁹Suharsimi Arikunto, op.cit,p. 131.

In doing research, it was very important to prepare the instrument to collect some data that needed, the instruments are :

1. Observation

It is used as a guidance that will be done at Islamic Boarding School Darul Hikmah TPI Medan to get information about the situation the teaching learning process, and the condition of school.

2. Questionnaire

Questionnaire by giving a written test to a number of students and this to measure the students' conjunction mastery in the class and the indicators are :

No	Variable	Sub variable	indicators	Number item
1	Berlitz Method	Using Berlitz	-Interest in	1,2,3,4,7,8,9,10
		Method in	using Berlitz	5,6,11
		learning conjunction	Method	
			-improving students ability	12,13,14,15
			-the result of using Berlitz Method	

The questionnaire is multiple choice which is the option consist of three option :

- a. Option a is 3
- b. Option b is 2
- c. Option c is 1

3. Test

Test is a set of question that taken from the material given. There were 15 questions in multiple choice form. Each question has 10 score and the maximum score was 100, while the minimum score was 0.

E. Technique of Colecting Data

In collecting data, the writer used folowing techniques :

1. Questionnair

The writer gave the questionnaire to the students of MAS Islamic Boarding School Darul Hikmah TPI Medan as the sample of the students' conjunction mastery.

2. Test

The writer gave some questions to the students and they had to answer directly at the time. The test was made by the teacher which consisted of 15 items, each corrrct answer was scored 10, and false was scored 0. In this test the writer tried to use technique of the test.

The clue of the technique of collecting data is follow:

- a. Distributing the questions and answer sheet to the students
- b. They were writing their name
- c. Giving instruction that the test was directly done on the test papers.
- d. Specifying the time for the students to do the test.
- e. Reading the test direction and how the test should be done
- f. Collecting the answer sheet from the students when the time was up
- g. The next step that should be done by the writer was coring the students answer.

F. Technique of Analyzing Data

Before doing a hypothesis examination, hence is before hand done a condition test that is the normality test homogeneity test.

1. Normality Test

- a. To determine R, I use the following formula:

$$R=H-L$$

- b. To find out many Interval (BK), I use the following: $BK=1+3.3 \log (n)$

- c. To determine I, I use the formula: $i \frac{R}{BK}$

- d. To calculate mean (x), I use the formula $X=\sum \frac{FX}{N}$

- e. To calculate standard deviation (s), I use the formula:

$$S=\sqrt{\frac{n\sum Fx^2-(\sum FX)^2}{n(n-1)}}$$

- f. To count Z-score, I use the formula:

$$Z_i=\frac{Xi-x}{s}$$

- g. Look for 0-Z from the curve normal table

- h. Next, count every interval by using 0-Z

- i. Then, look for (fe)

- j. Last,count chi quadrat (X^2), I use the following formula :

$$(x^2)=\sum_{i=1}^k \left(\frac{O_i-E_i}{E_i}\right)^2$$

2. Validity Test

A test is valid if it is measures what it purpose measure. Here, valid is the materials or the contents of the test which had been arranged as to be possible to measure all what had already

intended though his general and specific objectives and also the test was representative enough to measure the progress of the students for what they had studied before.

To prove whether the test is valid or not. I use the correlation product moment to know the validity of the test in this thesis. The validity will used by using product moment formula which is stated in Suharsimi Arikunto.

$$r_{xy} = \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum Y)^2)}}$$

Note : r_{xy} = the coefficient of correlation product moment

N = Number of sample

X = Variable the effect of applying berlitz method

Y = Variable of students' conjunction mastery

3. Reability Test

Reability is the agreement or accuracy of a test evaluation. The consistency of measurement obtained from an instrument is referring to reliability. This instrument like a test can be valid if the test is reliable, consistent or stabile and productive.

In this study, I counted the reability by using alpha formula:

$$r_{11} = \left[\frac{K}{k-1} \right] \left[\frac{1 - \sum \sigma b^2}{\sigma t^2} \right]$$

Note : r_{11} = instrument of reliability

K = Number of item

$\sum \sigma b^2$ = Number of Variant item

σt^2 = Total variant

4. Homogeneity Test

$$F = \frac{\text{The highest variant}}{\text{the lowest variant}}$$

If $F_{\text{count}} < F_{\text{table}}$, So the both of sample is homogeny.

CHAPTER IV

FINDING AND DISCUSSION

A. General Description of Location

The analysis of this research by describing the location of this research in which the data were collected. The description this case refers to the description of the research location, with area and facilities that support the learning process. Then, the description is continued to describe the teachers and the students' condition.

4.1. History of Islamic Boarding School Darul Hikmah TPI Medan

Islamic boarding school darul hikmah tpi medan is established on 01 may 1950. And it has a lot of students in it. Islamic Boarding School Darul Hikmah TPI Medan is one of the institutions of formal education that has an educational curriculum about general education. It is located at Pelajar street No. 44 A Medan. The purpose of its establishment is as practicing and developing place for the students in teaching. The following is a brief explanation on the facilities, the teachers, condition as well as the students of the school.

4.2. Condition of Study Facilities

Before describing the facilities of this school in detail, I will explain the term of the facility itself. Facility is aids, circumstance, which is easy to do something. So, it is clear that facility is aids or something facilities to reach the aims of teaching learning.

Based on observation in Islamic Boarding School Darul Hikmah Tpi Medan, this school has good facilities to support the process of teaching learning. The following table shows the facilities of Islamic Boarding School Darul Hikmah TPI Medan.

TABLE 4.1.

Facilities of Islamic Boarding School Darul Hikmah TPI Medan

No	Kinds of facilities	Number	Condition
1	Room		
	a. Class room	7	Good
	b. Headmaster Office	1	Good
	c. Teacher	1	Good
	d. Computer	1	Good
	e. Laboratory	2	Good
	f. Adm.Room	5	Good
	g. women room	1	Good
	h. Boy room	2	Good
	i. Guest room	7	Good
	j. Teachers room		
2	Canteen	1	Good
3	Kitchen	1	Good
4	Bathroom (men)	6	Good
5	Bathroom (women)	6	Good

4.3. Condition of Teachers

Teacher is one of the factors which contribute to the success of the learning and teaching process. The teacher has a role to create the potential of students for teaching the aims of education. Therefore, the teacher is not function just as a teacher but also and advisor, counselor and motivator of his/her students. Furthermore, to become a teacher is not easy, because teacher must have a high planning and motivation to do his/her duties and

responsibility, a teacher must be glorious men. The tables shows the condition of teachers education background and position.

TABLE 4.2.
Condition of Teachers

NO	Name	Position	Educational backgroun
1	2	5	7
1	Hj. Chadijah Abd. Latif Purba, Lc, MA	Headmaster MA	HUKI
2	Indra Sahputra, S. Pd I Mhd.	Headmaster MTs	IAIN-SU
3	H. Mhd. Yusuf Sinaga, Lc, MA	Teacher	UKM
4	Drs.H.Hasnan Ritonga,MA	Teacher	IAIN-SU
5	Dra. Megat Molina, M.Pd	Teacher	UNIMED
6	H.Abdullah Sani, Lc, SpdI	Teacher	Madinah
7	H. Khairuddin, Lc, S.PdI	Teacher	Tripoli
8	H. Ali Sati, Lc, S.PdI	Teacher	Madinah
9	Dra. Normah Lubis	Teacher	KIP
10	Eli Juliati, S. Ag, M. Pd	Teacher	UNIMED
11	H. Azrai Ismail, Lc,S.PdI	Teacher	Al-Azhar
12	DR. H. M. Amar Adly, Lc, MA	Teacher	HUKI
13	Mimi Khairani, S. Ag	Teacher	IAIN-SU
14	Raudhatuz Zahrah, S. Pd I, M. Pd	Teacher	IAIN-SU

15	Gozali, S.Pd, M.SI	Teacher	UISU
16	Drs. H. Syamsuri	Teacher	IAIN-SU
17	Umroh, S. Pd I, M. Hum	Teacher	UNIMED
18	Herlina, SH, S.Pd	Teacher	UISU
19	Ira Suhartina Perdana, S. Pd	Teacher	UNIMED
20	Drs. H. Ojak Manurung, M.Pd	Teacher	UNIMED
21	Suci Yuni Purba, S.PdI	Teacher	IAIN-SU
21	Firmansyah, SHI	Teacher	IAIN-SU
23	Imam Pratomo, S. HI, M. HI	Teacher	IAIN-SU
24	Riza Mirdani, S. Pd	Teacher	UNIMED
25	Fadlatun Thoyyibah, S. Ag	Teacher	IAIN-Susqo
26	Nur Aisyah, S. Pd	Teacher	UNIMED
27	Adi Ariansyah, S. Pd I	Teacher	UISU
28	Shomali Kurniawan S, S. Pd I	Teacher	IAIN-SU
29	Khairul Arif, S. Pd	Teacher	Unimed

Source: Data statistic of Islamic Boarding School Darul Hikmah TPI Medan

4.4. Condition Of Students

Students is one component who position in teaching learning process. The students are the subject of learning where they got knowledge from their teachers. When this research was done, the total of students are 311 . so that for the success of learning process, the number of students in aclass is regarded as ideal and conductive so that it is expected that the students conjunction mastery in learning will be better. The following table shows the number of students according their class.

TABLE 4.3.

Recapitulation of students of Islamic Boarding School Darul Hikmah TPI Medan

No	Class Of Students	Male	Female	Total
1	2	3	4	5
1	Class I	15	23	38
	Class II	33	14	47
	Class III	27	23	50
	Class IV	31	14	45
	Class V	24	16	40
	Class VI	15	12	27

The ways in doing the questionnaire was as follows:

1. Distributing the questionnaire to the students
2. Reading the direction and giving instruction to the students
3. Collecting the questionnaire

After getting the data of this research, I shall have shown the students conjunction mastery in the class.

B. Description Data

a. The effect of applying Berlitz Method (X)

1. Students interest in using berlitz method

TABLE 4.4.

Students Interest In Using Berlitz Method In Learning English

No	Alternative Answer	Frequency	Persentase
1	Very	30	100%

2	Yes	0	0%
3	No	0	0%
		30	100%

Based on the table above, 30 students are (100%) very interesting in using Berlitz Method in learning Conjunction

TABLE 4.5.

The Effective Learning In Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	29	97%
2	Yes	0	0%
3	No	1	3%
		30	100%

Based on the table above that 29 students (97%) are very effective learning in conjunction by using Berlitz Method, and 1 student (3%) is effective learning.

TABLE 4.6.

The Students Active In Learning Conjunction

No	Alternative Answer	Frequency	Persentage
1	Very	23	77%
2	Yes	0	0%
3	No	7	23%
		30	100%

Based on the table above that 23 students (77%) are very active in learning Conjunction, and 7 students (23%) are not active in learning Conjunction.

TABLE 4.7.

The Students Received In Learning Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	23	77%
2	Yes	0	0%
3	No	7	23%
		30	100%

Based on the table above that 23 students a(77%) are very received in learning conjunction by using berlitz method, and 7 students (23%) don't received.

TABLE 4.8.

Students' Motivation In Learning English By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	28	94%
2	Yes	1	3%
3	No	1	3%
		30	100%

The table above explains that 28 students (94%) are very motivated in learning English by using Berlitz Method, and 1 student (3%) is just motivated, and 1 student (3%) is not motivated.

TABLE 4.9.

The student Innovation In Learning English By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	29	97%
2	Yes	1	3%
3	No	0	0%
		30	100%

The table above explains that 29 students are (97%) are very innovation in learning English by using berlitz method, 1 students (3%) is using innovation in learning English by using Berlitz Method

TABLE 4.10.

The Students Creative In Teaching Learning Process

By Using Berlitz Method

No	Alternative Answer	Frequency	Percentage
1	Very	21	70%
2	Yes	3	10%
3	No	6	20%
		30	100%

The table above explains that 21 students (70%) are creative in teaching learning process by using berlitz method, and 3 students (10%) are creative, 6 students (20%) are not be creative.

TABLE 4.11.

The Intersesting Study In Learning By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	22	74%
2	Yes	1	3%
3	No	7	23%
		30	100%

The table above explains that 22 students (74%) are interesting in learning by using berlitz method, 1 student (3%) is interesting and 7 students (23%) are not interesting.

2. The Improving Of Students' Ability

TABLE 4.12.

The Improving Students' Ability In Learning Conjunction By Using Berlitz
Method

No	Alternative Answer	Frequency	Persentage
1	Very	29	97%
2	Yes	1	3%
3	No	0	0%
		30	100%

The tabe above explains that 29 students (97%) are very improving their ability, and 1 student (3%) is improving the data students' ability

TABLE 4.13.

The Improving Students Speaking English By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	28	94%
2	Yes	1	3%
3	No	1	3%
		30	100%

The table above explains that 28 students (94%) are can speak English well in teaching learning process, and 1 student (3%) can speak English, and 1 student (3%) can not speak Englishj.

TABLE 4.14.

The Improving Student Ability In Vocabulary By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	23	77%
2	Yes	0	0%
3	No	7	23%
		30	100%

The table above expalins that 23 students (77%) are very improving students' ability in vocabulary, and 7 students (23%) dont improving the ability in vocabulary.

3. The Result Of By Using Berlitz Method

TABLE 4.15.

The Students Comprehending In Learning Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	22	74%
2	Yes	6	20%
3	No	2	6%
		30	100%

The table above explains that 22 students (74%) are comprehending conjunction in learning by using berlitz method, and 6 students (20%) are understanding conjunction, and 2 students (6%) dont comprehend.

TABLE 4.16.

The Best Result In Students Learning In Comprehending Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	22	74%
2	Yes	8	26%
3	No	0	0%
		30	100%

The table above explains that 22 students (74%) have very best result, and 8 students (26%) have good result

TABLE 4.17.

The Possitive Effect In Comprehending Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	22	74%
2	Yes	8	26%
3	No	0	0%
		30	100%

The table above explains that 22 students (74%) have very possitive effect, and 8 students (26%) have possitive effect.

TABLE 4.18.

The Effect Of Berlitz Method In Comprehending Conjunction By Using Berlitz Method

No	Alternative Answer	Frequency	Persentage
1	Very	22	74%
2	Yes	8	26%
3	No	0	0%
		30	100%

The table above explains that 22 students (74%) are very comprehending conjunction by using Berlitz Method, and 8 students (26%) can comprehend conjunction by using Berlitz Method

TABLE 4.19.

The Persentage Of Using Berlitz Method According To The

Questionnaire Answer

No	Category	Interval Score	Frequency	Persentase
1	High	39-45	22	73%
2	Middle	33-38	8	27%
3	Low	0	0	0%
			30	100%

Based on the table above, 73% students are using Berlitz Method in learning by high consciousness, it shows that the students very attentive to use Berlitz Method in the class while teaching learning process, 27% students are middle, it shows that students can receive the Berlitz Method in learning, and for the low is nothing. From the conclusion above, it can be said that the students of Islamic Boarding School Darul Hikmah TPI Medan has used Berlitz Method well in learning English.

b. Students' Conjunction Mastery

The students conjunction mastery can be classified into 3 categories, that are :

High : 100-80

Middle ; 70-60

Low : 50-0

The following table shows the students' conjunction mastery, that are taken from their test scores in second semester

TABLE 4.20.

The Classified of Students' Conjunction Mastery

No	Category	Frequency	Persentase
1	High	15	50%

2	Middle	15	50%
3	Low	0	0%
		30	100%

The table above explains that 15 students (50%) are getting the high scores in conjunction subject, it means that the students can learn English Conjunction well, 15 students (50%) are getting the middle scores, and for the low is nothing. From the table above, it can be concluded that the students' conjunction mastery is good.

C. Analyzing Data

1. Normality Test

The data score of variable(x)

Stretch (R)= The highest data-the lowest

$$= 45 - 35 = 10$$

$$\text{Long of class} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \cdot 30$$

$$= 1 + 3,3 \cdot (1,477)$$

$$= 1 + 4,8741$$

$$= 5,8741 \approx 6$$

$$\text{Number of class} = \frac{10}{6} = 1,67 = 2$$

TABLE 4.21.

Distribution of Students Score byUsing Berlitz Method in The Class

Interval	Class limit	F	X	FX	X ²	F ²
35-40	34,5	10	37,5	375	1406,3	140625
41-45	40,5	20	43	860	184,9	735600
		N = 30		ΣFX=1235		ΣFX ² =880225

From the table above, so mean (X) can be found as follows :

$$X = \sum \frac{FX}{n} = \frac{1235}{30} = 41,2$$

Standard Deviation

$$S = \sqrt{\frac{n \sum Fx^2 - (\sum FX)^2}{n(n-1)}}$$

$$= \sqrt{\frac{880225 - (1235)^2}{30(30-1)}}$$

$$= \sqrt{\frac{26406750 - 1525225}{870}}$$

$$= \sqrt{\frac{24881525}{870}}$$

$$= \sqrt{28599,5}$$

$$= 169,1$$

To find Z-score for class limit interval by using the formula :

$$Z = \frac{\text{class limit} - X}{S}$$

$$Z_1 = \frac{34,5 - 41,2}{169,1} = \frac{-6,7}{169,1} = 0,39$$

$$F_{\text{table}} = 0,1517$$

$$Z_2 = \frac{40,5-43}{169,1} = \frac{-2,5}{169,1} = 0,01$$

$$F_{\text{table}} = 0,0040$$

To find the extent of each interval class

$$1. \quad 0,1517 - 0,0040 = 0,1477$$

$$2. \quad 0,0040 + 0,1477 = 0,1517$$

Then to find $F_h (E_i)$ for interval class

$$1. \quad 30 \times 0,1477 = 4,431$$

$$2. \quad 30 \times 0,1517 = 4,551$$

TABLE 4.22.

F_h from f_o for students by using Berlitz Method in the class

No	Class limit	Z	Extent of 0-Z	Extent of each interval class	$F_h (E_i)$	$F_o (O_i)$
1	34,5	0,39	0,1517	0,1477	4,431	10
	40,5	0,01	0,0040	0,1517	4,551	20
						30

Chi Quadrat :

$$(\chi^2) = \sum_{i=1}^k \left(\frac{O_i - E_i}{E_i} \right)^2$$

$$(\chi^2) = \left(\frac{10-4,431}{4,431} \right) \left(\frac{20-4,551}{4,551} \right)$$

$$= \left(\frac{5,569}{4,431} \right) + \left(\frac{15,449}{4,551} \right) = \frac{31,013761}{4,431} + \frac{38,671}{4,551}$$

$$= 6,99 + 52,4 = 59,4$$

$$\text{So } db = k - 1 = 2 - 1 = 1$$

$$X^2_{\text{table}} = X^2_{(1-\alpha)(dk)} = X^2_{(1-0,05)(3)} = X^2_{(0,95)}$$

Conclusion : the distribution data is normal, because $X^2_{\text{calculated}} > X^2_{\text{table}}$ o 59,1
 $> 73,84$

The Data Score of Variable(Y)

Stretch (R)= The highest data-the lowest

$$= 80-70 = 10$$

$$\text{Long of class} = 1+3,3 \log n$$

$$= 1+3.3.30$$

$$= 1+3,3. (1,477)$$

$$= 1+4,8741$$

$$=5,8741 =6$$

$$\text{Number of class} = \frac{10}{6}=1,67=2$$

TABLE 4.23.

Distribution Of Students' Conjunction Mastery

interval	Class limit	F	X	FX	X^2	F^2
70-75	69,5	15	72,5	1087,5	1087,5	1182656,25
76-81	75,5	—	78			
82-87	81,5	—	84			
88-93	87,5	20	90	1800	8100	40000

		N=30		$\sum FX=2272,5$		$\sum FX^2=2586881,26$
--	--	------	--	------------------	--	------------------------

From the table above, so mean (X) can be found as follows :

$$X = \sum \frac{FX}{n} = \frac{2272,5}{30} = 75,75$$

Standard Deviation

$$\begin{aligned}
 S &= \sqrt{\frac{n\sum Fx^2 - (\sum FX)^2}{n(n-1)}} \\
 &= \sqrt{\frac{30 \cdot 2586881,25 - 2272,5^2}{30(30-1)}} \\
 &= \sqrt{\frac{77606475 - 2272,5^2}{870}}
 \end{aligned}$$

$$= \sqrt{8917,6}$$

$$= 94,4$$

To find Z-score for class limit interval by using the formula :

$$Z = \frac{\text{class limit} - X}{s}$$

$$Z_1 = \frac{69,5 - 75,75}{9,44} = \frac{-6,25}{9,44} = 0,66$$

$$F_{\text{table}} = 0,2257$$

$$Z_2 = \frac{75,5 - 75,75}{9,44} = \frac{-0,25}{9,44} = -0,02$$

$$F_{\text{table}} = 0,0080$$

To find the extent of each interval class

$$3. \quad 0,2257 - 0,0080 = 0,2177$$

$$4. \quad 0,0080 + 0,2257 = 0,2337$$

Then to find Fh (E_i) for interval class

$$3. \quad 30 \times 0,2177 = 6,531$$

$$4. \quad 30 \times 0,2337 = 7,011$$

TABLE 4.24.

Fh from fo for students' Conjunction mastery

No	Class limit	Z	Extent of 0-Z	Extent of each interval class	Fh (E _i)	Fo (O _i)
1	69,5	-0,66	0,2257	0,2177	6,531	15
2	75,5					15
3	61,5		0,0080		7,011	30
4	75,5	-0,02				

Chi Quadrat :

$$(x^2) = \sum_{i=1}^k \left(\frac{O_i - E_i}{E_i} \right)^2$$

$$(x^2) = \left(\frac{15 - 6,531}{6,531} \right) \left(\frac{15 - 7,011}{7,011} \right)$$

$$= \left(\frac{8,469}{6,531} \right) + \left(\frac{7,989}{7,011} \right) = \frac{71,7}{6,531} + \frac{63,8}{7,011}$$

$$= 10,9 + 9,1 = 20$$

$$\text{So db} = k - 3 = 6 - 3 = 3$$

$$X^2_{\text{table}} = X^2_{(1-\alpha)(dk)} = X^2_{(1-0,05)(3)} = X^2_{(0,95)(3)} = 7,81$$

Conclusion : the distribution data is normal, because X^2 calculated $> X^2_{\text{table}}$ $20 >$

7,81

2. Validitas Test

$$r_{xy} = \frac{N \sum XY - (\sum X) \sum Y}{\sqrt{(N \sum x^2 - (\sum X)^2)(N \sum y^2 - (\sum Y)^2)}}$$

$$= \frac{30.94950 - (1260)(2250)}{\sqrt{(30.53500 - (1260)^2)(30.169500 - (2250)^2)}}$$

$$= \frac{2848500 - 2.835000}{\sqrt{(1605000 - 1587600) - (5085000 - 50625)}}$$

$$= \frac{13500}{\sqrt{(17400) (22500)}} = \frac{13500}{\sqrt{391500000}} = \frac{13500}{19786,4} = 0,68$$

Based on calculation above, r_o is 0,68 and r_{table} the level of significant of 5% is 0,361. It means the data is valid.

3. Reability

$$r_{11} = \left[\frac{K}{k-1} \right] \left[\frac{1 - \sum \sigma b^2}{\sigma t^2} \right]$$

To find the variant item

$$\Sigma^2 = \frac{\Sigma(\Sigma X)^2}{N}$$

$$1. \sigma^2_{(1)} = \frac{270 - \frac{(90)^2}{30}}{30} = \frac{270 - 270}{30} = 0$$

$$2. \sigma^2_{(2)} = \frac{261 - \frac{(90)^2}{30}}{30} = \frac{261 - 270}{30} = -0,3$$

$$3. \sigma^2_{(3)} = \frac{207 - \frac{(76)^2}{30}}{30} = \frac{207 - 192,5}{30} = 0,48$$

$$4. \sigma^2_{(4)} = \frac{207 - \frac{(76)^2}{30}}{30} = \frac{207 - 192,5}{30} = 0,48$$

$$5. \sigma^2_{(5)} = \frac{265 - \frac{(89)^2}{30}}{30} = \frac{265 - 264,0}{30} = 0,03$$

$$6. \sigma^2_{(6)} = \frac{256 - \frac{(87)^2}{30}}{30} = \frac{256 - 252,3}{30} = 0,12$$

$$7. \sigma^2_{(7)} = \frac{256 - \frac{(89)^2}{30}}{30} = \frac{256 - 264,0}{30} = 0,03$$

$$8. \sigma^2_{(8)} = \frac{265 - \frac{(89)^2}{30}}{30} = \frac{265 - 264,0}{30} = 0,03$$

$$9. \sigma^2_{(9)} = \frac{205 - \frac{(75)^2}{30}}{30} = \frac{205 - 187,5}{30} = 0,58$$

$$10. \sigma^2_{(10)} = \frac{202 - \frac{(74)^2}{30}}{30} = \frac{202 - 182,5}{30} = 0,65$$

$$11. \sigma^2_{(11)} = \frac{207 - \frac{(73)^2}{30}}{30} = \frac{207 - 177,6}{30} = 0,98$$

$$12. \sigma^2_{(12)} = \frac{222 - \frac{(80)^2}{30}}{30} = \frac{222 - 213,3}{30} = 0,29$$

$$13. \sigma^2_{(13)} = \frac{221 - \frac{(79)^2}{30}}{30} = \frac{221 - 208,0}{30} = 0,43$$

$$14. \sigma^2_{(14)} = \frac{230 - \frac{(82)^2}{30}}{30} = \frac{230 - 224,1}{30} = 0,19$$

$$15. \sigma^2_{(15)} = \frac{230 - \frac{(82)^2}{30}}{30} = \frac{230 - 224,1}{30} = 0,19$$

The total of all variants item

$$0 + 0,3 + 0,48 + 0,48 + 0,03 + 0,12 + 0,03 + 0,03 + 0,58 + 0,65 + 0,98 + 0,29 + 0,43 + 0,19 + 0,19 = 4,18$$

$$\text{Variant total} = \frac{53500 - \frac{1260^2}{30}}{30} = \frac{53500 - 52920}{30} = \frac{580}{30} = 19,3$$

And then, I compute to Alpa Pattern

$$r_{11} = \left[\frac{15}{15-1} \right] \left[1 - \frac{4,18}{19,3} \right] = \frac{15}{14} \times (1 - 0,22) = \frac{15}{14} \times 0,78 = 0,84$$

than, I count to “r” product moment, so, it can be said as enough reability.

4. Homogeneity

$$F = \frac{\text{The highest variant}}{\text{the lowest variant}}$$

$$F = \frac{170,8}{94,4} = 1,81$$

$$F_{table} = f^1_2 (\text{dk the highest variant} - 1 \text{ dk lowest variant} - 1)$$

$$F_{table} = f^1_2 \times 0,1 (30 - 1 \cdot 30 - 1)$$

$$= 0,05 (29,29) = 1,84$$

From the computation above, X^2 calculated $< X^2_{table}$, or $1,81 < 1,84$. So, it is homogeneity

D. Hypothesis Testing

Hypothesis testing is done to know whether the hypothesis is coherent with data or logic. If the hypothesis is coherent with the data the facts, it means that hypothesis can be received and if the hypothesis is not coherent with the data and the facts, it meant that the hypothesis is rejected.

$$\begin{aligned} r_{xy} &= \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum y)^2)}} \\ &= \frac{30.94950 - (1260)(2250)}{\sqrt{(30.53500 - (1260)(30.169500 - (2250)^2)}} \\ &= \frac{2848500 - 2835000}{\sqrt{(1605000 - (1587600)(5085000 - 5062)}} = \frac{13500}{19786,4} = 0,68 \end{aligned}$$

Based on the calculation above, r_o is 0,68 and r_{table} at the level of significant of 5% is 0,36 from the result of “r” observation known that there is significant effect of Berlitz Method on students’ conjunction mastery.

It means the alternative hypothesis (H_a) is accepted, and the nil hypothesis (H_o) is rejected the conclusion there is positive efect of Berlitz Method on students’ conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan.To know about significance of correlation coefficient between variable X and variable Y, it is using t_{test} (uji t) $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

$$= \frac{0,55\sqrt{30-2}}{\sqrt{1-0,55^2}} = \frac{0,55\sqrt{28}}{\sqrt{1-0,3025}} = \frac{0,55.5,3}{0,84} = \frac{2,915}{0,84} = 3,47$$

From calculation above, t 3,47 and t_{table} is 1,697, ($t_{count} = 3,47 > t_{table} = 1,697$). It means, the data is significant.

E. Findings

The finding of this research indicated that there was a positive effect of the students on Conjunction Mastery which was taught by applying Berlitz Method at Islamic Boarding school Darul Hikmah TPI Medan. It can be seen from the value of $r_o = 0,68 > \text{from } t_{\text{table}} = 0,36$.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the result of the research, I conclude the following points in this research:

1. Based on the conclusion above, Many students who got score below 70 in their final semester test before using Berlitz Method. 22 students (73%) are using Berlitz Method well in learning by high consciousness, 8 students (27%) are middle in using Berlitz Method in the class, and for low is nothing or 0%. Students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan are high, by the percentage 50% (15 students), 15 students (50%) are middle, and for low is nothing or 0%
2. Hardly of all students used Berlitz Method well, it can be seen from their questionnaire answer by percentage 73%. Many students who got score on 70 in their score test after using Berlitz Method.
3. Based on the result of the analysis the data, the writer got result that alternative hypothesis of this result is accepted and the nil hypothesis is rejected. There is a positive effect of applying Berlitz Method on students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan because, " r_o " : is 0,68 and " r_t " is 0,36 in significant standard of 5% . It is means $r_o > r_t$. So, it can conclude that there is significant the effect of applying berlitz method on students conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan

B. Suggestions

I would like to give some suggestions to readers to get benefit from this research; I hope these suggestions will be usefull for anyone in Islamic Boarding School Darul Hikmah TPI Medan:

1. For the head master suggest to the English teacher use Berlitz Method when teaching learning process, especially in conjunction
2. For the English teacher suggested to use Berlitz Method which was a pleasant learning condition, in the order that the students feel more motivated and interested in learning conjunction
3. The other researcher, it is suggested to conduct futher research related to topic the study.

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APPENDIX I

QUESTIONNAIRE LIST FOR RESPONDENTS

I. Students' Identity

15. Is there effect of Berlitz Method in comprehending Conjunction by using Berlitz Method?

- a. Very b. Yes c. No

APPENDIX II

TEST QUESTION LIST

NAME :

CLASS :

1. Patricia.....sity are neighbours
A. But C. Yet
B. Or D. And
2. He worked hard.....he failed
A. For C. Nor
B. And D. But
3. Please print.....type the information on the application form.
A. But C. Or
B. And D. Yet
4. Her arguments were easy to ridicule.....hard to refute.
A. Yet C. Or
B. So D. But
5. It was raining,.....the game was cancelled
A. Nor C. Yet
B. So D. Or
6. My grandmother began traveling.....she sold her house.
A. After C. To
B. Before D. By
7.I'm not rich, I enjoy my life
A. When C. Once
B. Although D. Still
8. I jumped.....the fire alarm went off..
A. After C. When
B. To D. Although
9. sales improve, the company will be able to pay its bills
A. If C. Since
B. In order to D. Once

A. Although C. Untill
B. In order to D. When

A. Both.....And
B. Not only.....But Also
C. Both.....And
D. Either.....Or

A. As.....As
B. Both.....And
C. Not Only..... But Also
D. Either.....Or

A. Just as.....so
B. Whether...or.
C. Neither.....nor
D. As.....as

A. Both.....And
B. Just as.....so
C. Neither.....nor
D. As.....as

A. Either.....Or
B. Just as....So
C. As.....as
D. Both.....And

APPENDIX III**THE LIST OF STUDENTS' CONJUNCTION MASTERY TEST SCORES IN
ENGLISH SUBJECT AT SEMESTER II 2017/2018**

No	Name	Scores	No	Name	Scores
1	Arva Ari Ardiansyah	80	16	Khairuz Juliani Sinaga	70
2	Aicha Azdina Adly Fesya	80	17	Kiki Wijaya	70
3	Anggre Ade Liza Milala	80	18	Mukhtar	70
4	Arie Cipta Pradana	80	19	Muhammad Haikal	70
5	Anisa Dwi S	80	20	M. Hegi Habibie	70
6	Anggi Muri'ah	80	21	M.Rifai	70
7	Aditya Ramadhani P	80	22	Mega Sihutang	70
8	Bayu Febriansyah Siregar	80	23	Putri Wahyuni	70
9	Chicka Zahratul Hubba	80	24	Ridwan At- Thariq	70
10	Elgi Regina Andra	80	25	Rama Dhani Siregar	70
11	Fajar Ramadhan S	80	26	Rizki Sahputri	70
12	Indra Abadi	80	27	Rio Wijaya Siregar	
13	Juanda Raja Batubara	80	28	Siti Aisyah Pramadani	
14	Khairunnisa	80	29	Syafi'i Roman	
15	Khairul Anwar	80	30	Syaidur Rahman	

APPENDIX IV

NO	Name	Item Number															Total score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	AAA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
2	AAAF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
3	AALM	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
4	ACP	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
5	ADS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
6	AM	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
7	ARP	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
8	BFS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
9	CZH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
10	ERA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
11	FRS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
12	IA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
13	JRB	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
14	K	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
15	KA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
16	KJS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
17	KW	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
18	M	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
19	MH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
20	MHH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
21	MR	3	3	3	3	3	3	3	3	3	3	3	1	2	2	2	40
22	MS	3	3	3	3	3	3	1	2	2	2	3	3	3	3	3	40
23	PW	3	3	3	3	3	1	3	3	2	1	1	1	2	2	2	35
24	RA	3	1	1	1	2	2	2	3	2	3	3	3	3	3	3	35
25	RDS	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35
26	RS	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35
27	RWS	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35
28	SAP	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35
29	SR	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35
30	SR	3	3	1	1	3	3	3	3	1	1	1	2	2	2	2	35

APPENDIX V

The Table of “r” Product Moment Search

No	X	Y	X	Y ²	XY
1	45	80	2025	6400	3600
2	45	80	2025	6400	3600
3	45	80	2025	6400	3600
4	45	80	2025	6400	3600
5	45	80	2025	6400	3600
6	45	80	2025	6400	3600
7	45	80	2025	6400	3600
8	45	80	2025	6400	3600
9	45	80	2025	6400	3600
10	45	80	2025	6400	3600
11	45	80	2025	6400	3600
12	45	80	2025	6400	3600
13	45	80	2025	6400	3600
14	45	80	2025	6400	3600
15	45	80	2025	6400	3600
16	45	80	2025	6400	3600
17	45	80	2025	6400	3150
18	45	80	2025	6400	3150
19	45	80	2025	6400	3150
20	45	80	2025	6400	3150
21	40	70	1600	4900	2800
22	40	70	1600	4900	2800
23	35	70	1225	4900	2450
24	35	70	1225	4900	2450
25	35	70	1225	4900	2450
26	35	70	1225	4900	2450
27	35	70	1225	4900	2450
28	35	70	1225	4900	2450
29	35	70	1225	4900	2450
30	35	70	1225	4900	2450
N = 30	$\Sigma = 1260$	$\Sigma = 2250$	$\Sigma = 53500$	$\Sigma = 169500$	$\Sigma = 94950$